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Recommendations are made for the establishment of new public senior colleges in Illinois and for the general location of these colleges. Included are various data and discussions which offer supporting evidence for the recommendations. The supporting evidence is categorized as follows--(1) projection of college-age population and degree-credit enrollment, (2) junior colleges, (3) some of the major socioeconomic factors related to the establishment of new public senior colleges, and (4) influences of new public senior colleges or existing institutions of higher education. (FS)

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REPORT OF MASTER PLAN COMMITTEE

M

DEMOGRAPHY AND LOCATION

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A report to the Board of Higher Education for its use in developing a "Master Plan" for higher education in Illinois. This report is the work of the study committee and is NOT the work of the board or its staff.

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Clarence W. Stephens, Chairman
Committee M

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RECOMMENDATIONS

Background

There seems to be little doubt that judgments of the individual members of Committee M changed considerably during the several months in which the number and location of senior public colleges were being considered by the committee. Initially, the general feeling was in the direction of recommending a substantial number of new senior colleges. However, as the influencing factors were considered in meetings over a period of time of seven months, the real need was less apparent.

Although it is not intended that the supporting evidence for the recommendations of Committee M, as given in Parts I-IV, be all inclusive in terms of discussions carried on and considerations given with respect to various data, the reader might be wise to read the four parts of the report before judging the reasonableness of the recommendations. The four parts include the following:

1. Projection of College-Age Population and Degree-Credit Enrollment
2. Junior Colleges
3. Some of the Major Socioeconomic Factors Related to the Establishment of New Public Senior Colleges
4. Influence of New Public Senior Colleges on Existing Institutions of Higher Education

Priority Order Listings of New Senior Colleges and Recommendations for Establishment

Committee M had a dual responsibility. First, there was the responsibility for recommending the establishment of new senior public colleges if needed. Second, there was the responsibility for indicating the general location of the colleges recommended for establishment. The first of these responsibilities will be met in this subtopic.

The first and second stage priority order listing by Committee M of new senior colleges is as follows:

	Stage I		Stage II
1.	Chicago area	1.	Chicago area
	Chicago area	2.	Rock Island area
2.	Rockford area	3.	Chicago area
	Springfield area	4.	Peoria area
		5.	Chicago area

It is recommended by the committee to the State of Illinois Board of Higher Education that new colleges be established as soon as possible in the areas included in Stage I of the above list. Further, if experiences with enrollments prove during the next few years that additional new colleges are needed, it is recommended that consideration be given to including other areas as shown in the Stage II priority list. Changes may have to be made in the priorities shown, according to changes in total population distribution and resultant student population potential.

The committee was in complete agreement that first consideration be given to new commuter senior colleges in the Chicago area. According to Table I, shown in Part I of the report, the Chicago area by 1980 will have about 77 per cent of the college-age population in the eighteen to twenty-one age classification and 70 per cent of the projected new students. It should be pointed out that the two new institutions for the Chicago area are in addition to Teachers College South already approved by the Higher Board. Construction of Teachers College South should proceed also.

Whereas the recommendations for the two new senior colleges in the Chicago area were based in large part on the potential student population concentration, other factors largely influenced the thinking of the committee with regard to the recommendation for the new senior institution in the Springfield area. Some of the influencing factors were the following: (1) Springfield is the capital of the state and as such needs to assume some leadership in providing higher education opportunities; (2) Springfield is the only metropolitan area in the state which does not have a senior college; and (3) unusual needs exist for curriculum in public administration and political science to serve governmental interests. Then too, as will be pointed out later, a senior college appropriately located could serve in part the needs of other nearby communities such as Decatur.

Although the potential student population projection, as shown in Table I, theoretically would justify the recommendation for the establishment of a new senior college in the Rockford area, the committee was concerned also that the college enrollment rate is less there than in many other areas of the state. A combination of factors contributes to this situation, not the least of which is the dearth of educational opportunities in the rural area within easy commuting time of Rockford.

It is the recommendation of the committee that wherever possible cooperative arrangements for higher education opportunities should be made with other states, such as with Indiana to handle students from southeastern Illinois near Evansville, Indiana, and with Iowa in the Rock Island - Moline - East Moline area.

Some areas shown in Table I purposely were not included in the Stage II priority listing. It was thought that the Edwardsville campus of Southern Illinois University should be able to serve the East St. Louis area needs. In this area, as in other areas of the state where college-going rates seem to be too low, the committee recommends that school and other community officials give strong encouragement to students at all grade levels to take advantage of the opportunities for higher education which are available to them.

The needs of the area labeled Southern Illinois (31 Counties), as shown in Table I, could be served primarily by Southern Illinois University at the Carbondale and Edwardsville campuses. Distances and resultant time for travel to a public senior college become rather great for some commuting students in the last named counties. On the other hand the counties are sparsely populated when compared with the metropolitan areas of the state, making establishment of a public senior college difficult to justify. Since the Champaign area is already served by the University of Illinois, there was no justification for placing that area in the priority list.

General Area for Location of New Senior Colleges

Previously, Committee M recommended that two senior commuter colleges be established in the Chicago area. The

recommendations with respect to the general area for location of each of the colleges are the following: (1) a college somewhere within a five-mile radius of the junction of U.S. Route 90 and State Route 53; and (2) a college somewhere within a five-mile radius of U.S. Route 30 (toll road) and State Route 53. The committee expects the colleges to serve particularly the higher education needs of upper undergraduate and beginning graduate students both from the City of Chicago and suburban areas.

The committee recommended previously that a new public senior college be established in the Springfield area. This school should be located so that it would serve the needs of senior college students particularly from the Springfield area and in general from the Decatur area.

The committee has no particular suggestion as to the location of the senior college recommended for the Rockford area, except that it be so located that it would serve best the needs of that area.

Although the committee is not recommending the establishment of senior colleges at this time from the priority list under Stage II, there are two recommendations for colleges as to location, should they be established later. The Chicago area college listed as priority one should be far to the south in the area and the Peoria area school be so located that it serves Putnam County well.

Other General Comments

It was the thinking of the committee that present state universities and colleges will have a major task in handling additional enrollments until new senior colleges are opened. At best probably it will be five to six years from the present time before buildings can be planned and built, staff acquired, and students enrolled. Planning time for buildings might be reduced if plans of buildings already constructed at state universities were used, or modified and used.

Even a casual review of the priority list shown previously would indicate that the concern of the committee was for the establishment of new senior colleges in urban areas, because the overwhelming majority of the potential students will be in those

areas. Additionally, it will be possible for the enrollments to increase in such areas to the level necessary to have comprehensive college programing.

Although the recommendations took the indicated direction, the committee recognized that the advantages to almost any community in establishing a public senior college would be dominant over disadvantages. However, there is still the problem, among others, of financing a comprehensive system of public senior colleges.

The committee would like to recommend strongly that the schedule of courses for any new senior college established be such that evening classes as well as day classes will be available to students.

PART I

PROJECTION OF COLLEGE-AGE POPULATION AND DEGREE-CREDIT ENROLLMENT

Revisions of Master Plan Projections

Since techniques of populations projections are almost standard, the relative merit of projections is determined by the data upon which they are based. Additionally, since the more recent projections will be based upon the more recent information, the latest projections are usually the most reliable. The committee was thus disappointed when population projections for the state being prepared for the State Board for Economic Development were not available in time to be considered adequately in the deliberations.

One recent projection available, which included estimates for downstate areas in detail, was that prepared for the 1963 Report of Master Plan Committee A.[1] This projection estimated

[1]The distribution of the college-age population among the downstate areas is that projected in "College Enrollments" (A Report to the Illinois Board of Higher Education, Master Plan Committee A, December, 1963, data prepared by P. P. Klassen and R. E. Corley).

the population age 18 - 21 for the state, its eight standard statistical metropolitan areas, and thirty - one southern Illinois counties. The projection covered the years 1970, 1975, and 1980. Two more recent projections were also considered. In February, 1965, the United States Census Bureau published a series of projections giving estimates of the population age 18 - 21 for 1970, 1975, and 1980 for the entire state.[2] In March, 1964, the Population Research and Training Center of the University of Chicago published estimates for 1970 and 1980 for the Chicago metropolitan area.[3]

These two later projections were consistent with one another[4] but were inconsistent with the projection prepared for the Master Plan report. Since these later projections contained information about the critical component of a small area projection, migration, the committee accepted them for use. This gave estimates for the population age 18 - 21 for the state and the Chicago area through 1980. It also produced implicitly an estimate for the state excluding Chicago.

However, since the estimate for the total downstate population was not sufficiently detailed for the committee's purpose, the only detailed projection available, that of the 1963 Master Plan Report, was also used. It was assumed that the distribution

[2]The 18 - 21 population for the state is as estimated in the U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 326, "Illustrative Projection of Population of the States, 1970 - 1985" (Washington, D.C.: U.S. Government Printing Office, 1965).

[3]The increase for the population 18 - 21 of the Chicago metropolitan area is proportional to the increase projected for the 15 - 24 population of the area in Population Projections for the City of Chicago and the Chicago Standard Metropolitan Statistical Area, 1970 and 1980 (Chicago: Population Research and Training Center, University of Chicago, May, 1964).

[4]The consistency was checked by comparing the projection for the state's nonwhites in the Census Bureau Reports with that for the Chicago area's nonwhites in the PRTC report. Since most of the state's nonwhite population resides in the Chicago area, these two estimates were comparable.

of the downstate population among the various areas was correct and that only the total population was misstated. The estimate for each downstate area was then changed proportionally to make the downstate total equal that implied by the Census Bureau and PRTC projections. The revised projection, which formed the basis of the committee's work, is given in Table I, as the Projected Number of College-Age Youth.

TABLE I

Projection of the College-Age Population (18-21) and College Attendance in Illinois and for Selected Areas: 1965-80, with Comparative Actual Figures for 1960

(Committee M revisions of Master Plan projections)

Year	State of Illinois	Chicago	Illinois excluding Chicago	Southern Illinois (31 Counties)	East St. Louis	Peoria	Rockford	Rock Island	Springfield	Champaign	Decatur	Other Counties
					Actual Number, College-Age Youth							
1960	482,360	287,707	194,653	48,027	21,396	13,831	10,045	7,230	7,017	6,338	5,664	
					Projected Number, College-Age Youth							
1965	579,193	358,344	220,849	57,308	28,605	16,930	12,734	8,992	8,557	6,279	7,187	
1970	709,000	467,000	242,000	56,000	36,000	21,900	17,100	11,500	10,800	8,200	9,100	71,800
1975	816,000	534,000	282,000	59,900	49,500	29,600	22,900	14,700	13,900	12,600	12,200	66,300
1980	872,000	587,000	285,000	52,900	54,400	34,400	26,900	17,500	16,000	18,100	13,600	51,300
					Projected Number Attending College							
1970	472,200	311,000	161,200	37,300	24,000	14,600	11,400	7,700	7,200	5,500	6,100	47,800
1975	596,500	390,400	206,100	43,800	36,200	21,600	16,700	10,700	10,200	9,200	8,900	48,500
1980	681,000	458,400	222,600	41,300	42,500	26,900	21,000	13,700	12,500	14,100	10,600	40,100

Assumptions underlying this revision:

1. The 18-21 population for the state is as estimated in the U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 326, "Illustrative Projections of Population of the States, 1970-1985" (Washington, D.C.: U. S. Government Printing Office, 1965).

2. The increase for the population 18-21 of the Chicago Metropolitan Area is proportional to the increase projected for the 15-24 population of the area in Population Projections for the City of Chicago and the Chicago Standard Metropolitan Statistical Area, 1970 and 1980 (Chicago: Population Research and Training Center, University of Chicago, May, 1964).

3. The distribution of the college-age population among the downstate areas is that projected in "College Enrollments" (A Report to the Illinois Board of Higher Education, Master Plan Committee A, December, 1963, data prepared by P. P. Klassen and R. E. Corley).

Present Location of Colleges and Universities in Illinois

As the location of new senior colleges is considered, one pertinent factor is the location of those higher education institutions already established. Figure 1 shows the location of such institutions. The legend on the map will enable the reader to distinguish the institutions by type.

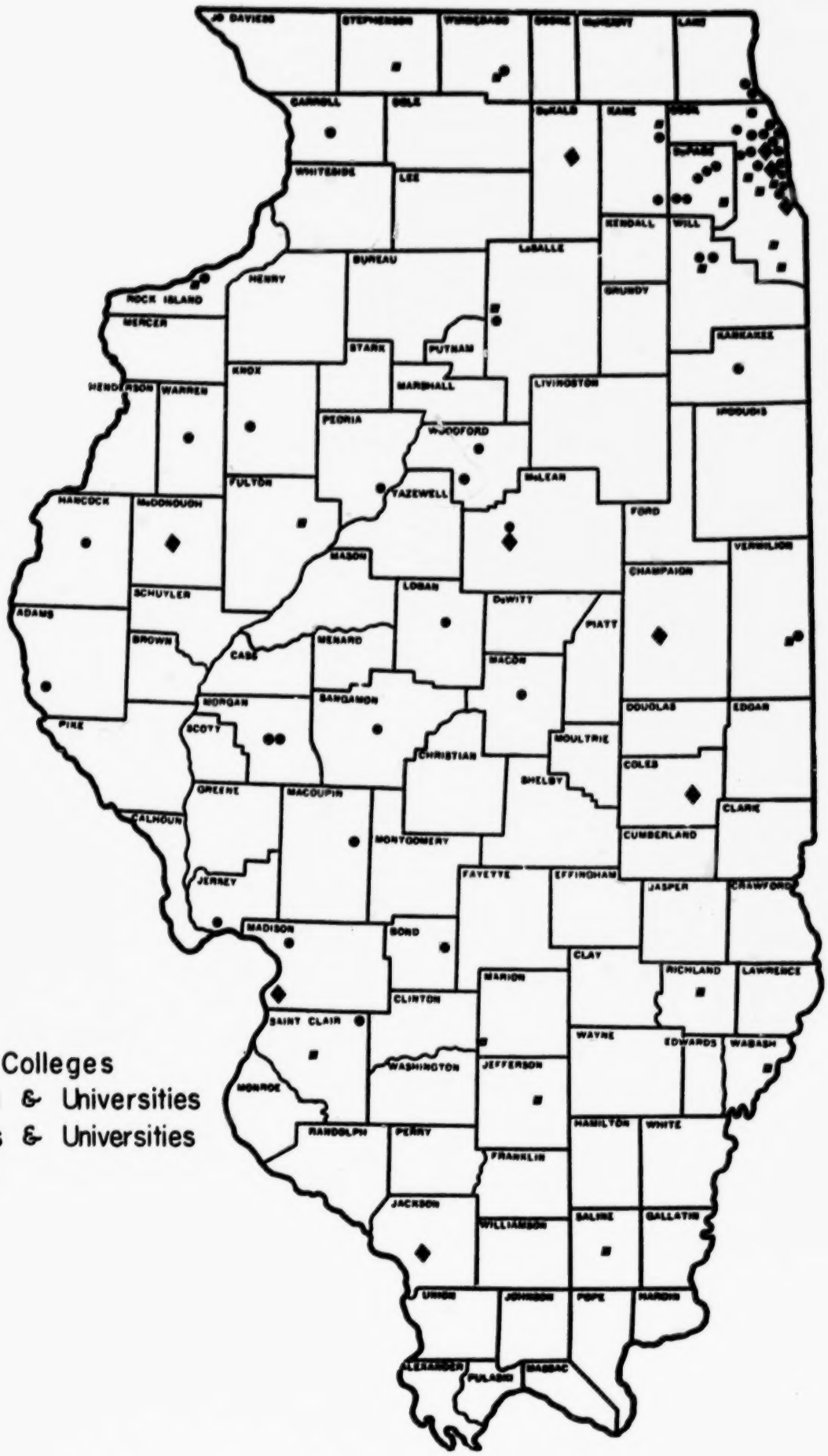
It is not expected by the committee that additional nonpublic institutions will be established to the extent that the number of students which can be handled will be materially influenced. However, it is expected that the map will change materially in the next several years insofar as location of junior colleges is concerned because of the substantial number of junior colleges anticipated to be established. These junior colleges are expected to influence enrollment rates and totals of students enrolled greatly.

Determination of Projected Number Attending College

Discussions during parts of several of the committee meetings centered around some of the factors which probably would influence enrollment rates. Many thoughts were expressed by individual members of the committee in order to orient the reader to the background thinking; some of these general thoughts are listed, even though many of them will be presented in Part III of this report. It was generally thought that such factors as the following would cause substantial increases in future enrollment rates:

1. The new G.I. Bill.
2. The government loan and scholarship programs.
3. The larger number of junior colleges with the resultant nearby availability of facilities and programs.
4. The retraining and new training needed for holding available jobs.
5. The constantly increasing educational attainment needed to obtain employment in many jobs.
6. Our increasingly affluent society economically, with the net result that more money will be available to parents for sending their children to college, as well as for their own higher education.

FIGURE 1. ILLINOIS INSTITUTIONS OF HIGHER EDUCATION, NOVEMBER, 1965



7. A possible better motivation of economically underprivileged students brought about by enriched programs such as the following in pre-college schools: increased guidance and counseling services, special training for teachers of the underprivileged students, enrichment of academic programs both during the normal school year and summer, special programs for students in underprivileged areas, and summer remedial programs.

8. The increased levels of educational attainment by the general population create a demand for increased educational opportunities beyond high school by the same general population.

9. The increased proportion of women entering the labor force.

Because of such factors as these, the committee thought that the enrollment rate could reasonably be expected to approach the 80 per cent level by 1980.

Since it is important that the reader have an understanding of the enrollment rate shown in column three of Table II, a brief explanation may be appropriate. The College-Age Population, potential students, 18 to 21 years of age, is shown in column two of the table. Column Three, the Enrollment Rate, is a percentage of column two, but it includes students of all ages enrolled per every one hundred youth who are eighteen to twenty-one years of age inclusive. Institutions concerned with education beyond the high school have and will continue to have enrolled many students beyond twenty-two years of age, as well as some less than eighteen years of age.

One of the more difficult tasks which the committee had to complete was that of making estimations of the Enrollment Rate as shown in column three of Table II. As members of the committee looked at the actual rates for the present and previous years, they could determine no pattern of increase. This can be seen easily be referring to the Annual Change in Enrollment Rate in column four of the same Table II, 1961 through 1965. It was thought that perhaps the past enrollment figures for the State of California, which recently had gone through a somewhat similar type of change in higher education to that anticipated for Illinois, would furnish some indications. The increases in enrollment rates there were as inconsistent as ours. After

TABLE II

Degree-Credit Enrollment[a] in Institutions of Higher Learning in the State of Illinois

(Committee M revisions of Master Plan projections) (in thousands)

Year	College-Age Population[b]	Enrollment Rate[cd]	Annual Change in Enrollment Rate[d]	Degree-Credit Enrollment		
				State Total	All Public	All Nonpublic
1960	482	41.5		200	99	101
1961	509	42.6	+1.1	217	112	104
1962	533	43.5	+0.9	232	123	109
1963	548	44.3	+0.8	243	129	114
1964	552	49.8	+5.5	276	152	123
1965	579	52.8	+3.0	305	175	131
1966	621	55.1	+2.3	342	199	143
1967	661	58.1	+3.0	384	228	156
1968	703	61.1	+3.0	430	259	171
1969	698	64.1	+3.0	447	274	173
1970	709	66.6	+2.5	472	295	177
1971	728	68.6	+2.0	499	317	182
1972	748	70.1	+1.5	524	337	187
1973	779	71.1	+1.0	554	361	193
1974	798	72.1	+1.0	575	378	197
1975	816	73.1	+1.0	596	397	199
1976	834	74.1	+1.0	618	417	201
1977	842	75.1	+1.0	632	430	201
1978	855	76.1	+1.0	651	447	204
1979	870	77.1	+1.0	671	464	207
1980	872	78.1	+1.0	681	473	208

[a] Degree-Credit Enrollment: a head count of on-campus and extension students taking courses creditable toward a collegiate degree — the students may be full-time or part-time, undergraduate, professional, or graduate. Data for 1960 through 1963 are those reported by the U.S. Office of Education in its "Opening (Fall) Enrollment in Higher Education" series; data for 1964 and 1965 are from a survey conducted by the Bureau of Institutional Research of the University of Illinois; data from 1966 on are estimated.

[b] College-Age Population: youths 18, 19, 20, and 21 years of age. The 1960 figure is from the U.S. Census. The 1961-65 data are those given in "College Enrollments" (A Report to the Illinois Board of Higher Education, Master Plan Committee A, December, 1963), with gaps filled from unpublished materials prepared by P. P. Klassen and R. E. Corley. Figures for 1966 through 1980 are from U.S. Census Bureau.

[c] Enrollment Rate: the number of fall-term degree-credit students (of any age) enrolled per every one hundred youth, 18, 19, 20, and 21 years of age.

[d] Figures shown, beginning with 1973, are increasingly tentative.

several false starts, it was decided by the committee that perhaps an average of enrollment rates for the past few years adjusted through reasoned, subjective judgments, using the best information available, would furnish a starting point for estimations. This procedure was used. Incidentally, statistical projections were made of the enrollment rate increase averages for several combinations of actual rates in the present and past years, but the committee felt that too many new factors were coming into being to use the projections thus obtained.

It is appropriate at this time to indicate some of the additional reasoned judgments made as enrollment increase rates were considered. Although theoretically it would seem that the increase in enrollment rate would continue for the fall of 1966 at about the same rate as the fall of 1965, such a figure could not be used practically because, in all probability, limitations on increases in enrollment will be imposed and enforced by some state universities for the fall of 1966. Hence, because of this factor and others, it was judged that a 2.3 per cent increase was more realistic than the rate for 1965. Moving to other years, it was thought by the committee that with new 1967 - 69 budget funds becoming available in July of 1967, limitations on additional enrollments in state universities would not be as stringent; therefore, the rate would increase from the fall of 1966 level. Throughout our discussions, it was emphasized that many of the factors previously pointed out will continue to influence increases positively. It was anticipated by the committee that, by 1968, the creation of new junior colleges with their ramifications would become a major influencing factor in increasing enrollment rates and would continue as a major factor through 1972, although beginning in 1970, the impact from this source would gradually be decreased.

Beginning with 1973, it was thought by the committee that the enrollment rate increase would be somewhat constant as is shown in Table II.

The final enrollment rate of 78.1 per cent shown for 1980 may seem to the reader to be high, but it should be realized that many of the factors previously mentioned will maintain influencing positions through 1980. In addition, it should be remembered that the composite of the enrollment projections made in the past

for state institutions of higher learning generally has been too low. In some instances, the enrollment anticipated for any one campus has been too high, but other campuses have had enrollments much larger than were projected. It seems that predictions of enrollments are somewhat unpredictable because people are rather unpredictable in their actions. Obviously, it would be wise to compare continually the actual rates with projected rates and make such adjustments as are necessary.

Included also in Table II is a division of the State Total of Degree-Credit Enrollment into All Public and All Nonpublic enrollments as shown in the last three columns. The available data, including a revision previously made by the Staff of the Illinois Board of Higher Education, indicated that the figures in the last column could be used with some assurance, although they may be a little high. It should be pointed out, however, that if nonpublic colleges do not consummate their plans for the future, some changes in the figures shown may be necessary with the resultant need also to change upward the figures in the All Public column, which is the difference between the State Total and the All Nonpublic figures.

One section of Table I, Projected Number Attending College, has not been explained as yet. The figures in this section were obtained by applying the Enrollment Rate shown in Table II by appropriate year to the successive figures contained in Table I, under the heading, Projected Number, College-Age Youth.

Discussion of Table III and Figure 2

Table III presents the percentage distribution of degree-credit enrollment between public and nonpublic institutions in the State of Illinois. It is interesting to note that even though the per cent estimations by the committee of future enrollments in nonpublic institutions may be slightly optimistic, as was previously noted, the column labeled Per Cent in Nonpublic Institutions shows constantly decreasing percentages through 1980, even though the absolute number, as presented in Table II, is increasing. Other states, with types of opportunities for higher education similar to Illinois, previously have experienced lower

percentages in actual nonpublic school enrollments. The figures in Table III only substantiate that which has been known for some time: public institutions will need to continue to plan for handling increasing percentages of the total degree-credit enrollment.

To make it easier to visualize the comparative responsibility, Figure 2 has been included. This graph shows by year and in terms of thousands of projected degree-credit enrollments, as well as by type of school, the changing responsibility which is anticipated.

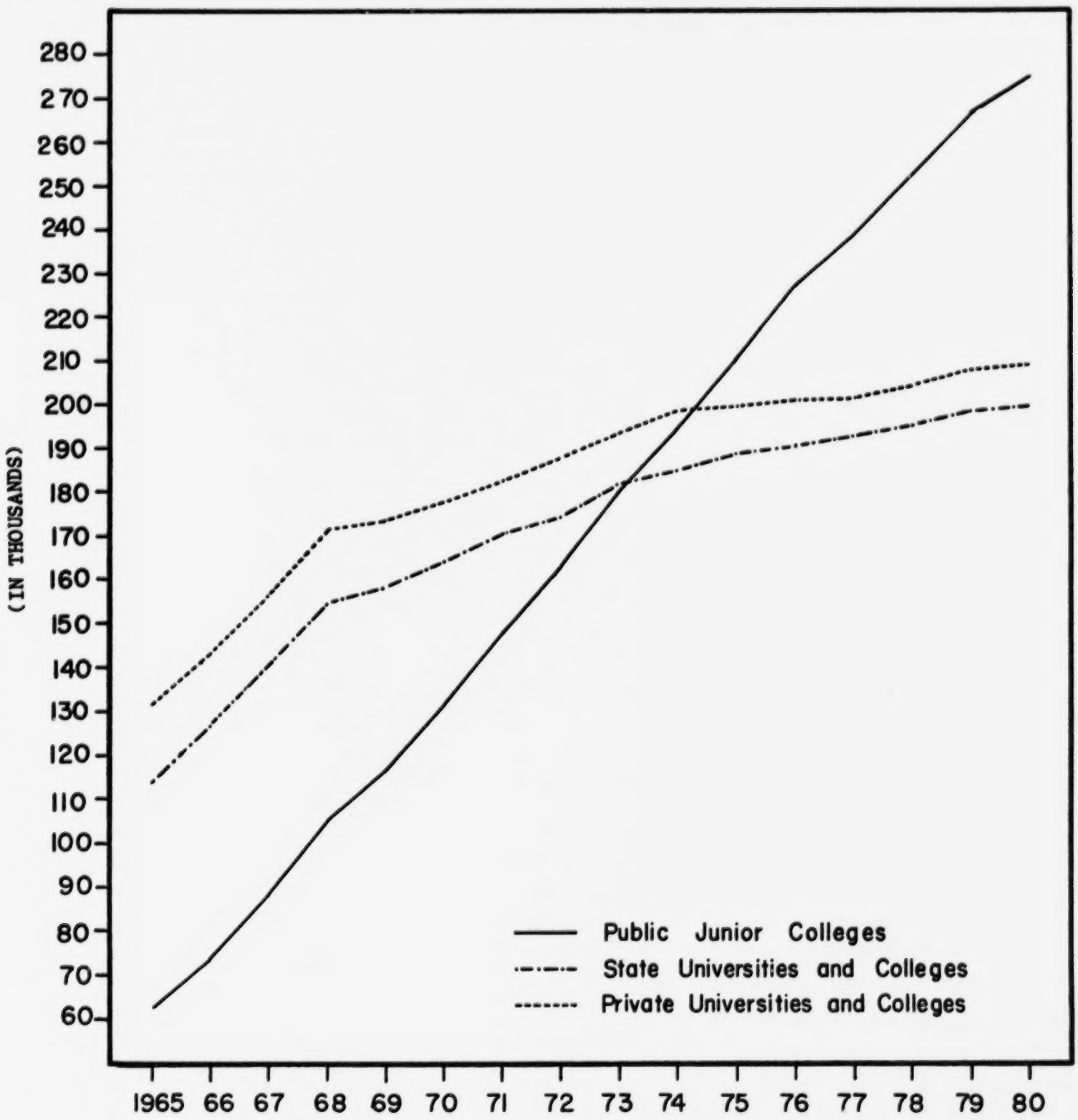
TABLE III

Percentage Distribution of Degree-Credit Enrollment Between Public and Nonpublic Institutions of Higher Learning in the State of Illinois

Year	Per Cent in Public Institutions	Per Cent in Nonpublic Institutions
1960	49.4	50.6
1961	51.8	48.2
1963	53.1	46.9
1965	57.2	42.8
1966	58.2	41.8
1967	59.3	40.7
1968	60.3	39.7
1969	61.4	38.6
1970	62.4	37.6
1971	63.5	36.5
1972	64.3	35.7
1973	65.1	34.9
1974	65.8	34.2
1975	66.6	33.4
1976	67.4	32.6
1977	68.1	31.9
1978	68.6	31.4
1979	69.1	30.9
1980	69.4	30.6

FIGURE 2.

GRAPHIC COMPARISON OF PRESENT AND PROJECTED ENROLLMENTS IN STATE UNIVERSITIES AND COLLEGES, PUBLIC JUNIOR COLLEGES AND PRIVATE UNIVERSITIES AND COLLEGES



Junior College Projection Bases

Table IV includes the projection of the percentage of total public institution head count expected to be enrolled in the public junior colleges of the state. The 1963 through 1965 figures are in terms of actual enrollment, with the remainder in terms of estimated increases.

It was thought that the increase in the percentage of students enrolled in junior colleges for the next two years would be at a slightly higher level than the average of the increase for the past two fall terms. The rationale behind this thought was in major part due to the fact that more and better opportunities for enrollment would be available to students.

It was anticipated that additional junior colleges would open in 1968, as well as possibly some others after 1968. This situation, coupled with the additional junior college facilities which which would be constructed and occupied through 1972 and the more diversified programs which probably would be activated, led to the estimation of the increased percentages shown in column two for the 1968 through 1972 years.

With the beginning of the 1973 year, it was thought that the impact of the junior college would begin to lessen periodically in terms of the increase of the percentage of students expected to enroll in the junior colleges. Thus, it was anticipated that although junior colleges would be handling an increasing total percentage of the students enrolled in public institutions, the increase would be at a lesser rate.

TABLE IV

Projected Percentage of Students Enrolled in Public Institutions Who Will Be in Junior Colleges, 1963 - 80

Year	Percentage of Public Total in Junior College	Percentage Increase in Junior College Enrollment	Percentage of Head Count Used to Estimate Full - Time Equivalent Enrollment[a]
1963	32.9		

Year	Percentage of Public Total in Junior College	Percentage Increase in Junior College Enrollment	Percentage of Head Count Used to Estimate Full-Time Equivalent Enrollment[a]
1964	34.9[b]	2.0	57.4
1965	35.4[b]	0.5	64.5
1966	36.9	1.5	65
1967	38.4	1.5	65
1968	40.4	2.0	65
1969	42.4	2.0	65
1970	44.4	2.0	65
1971	46.4	2.0	65
1972	48.4	2.0	65
1973	49.9	1.5	65
1974	51.4	1.5	65
1975	52.9	1.5	65
1976	54.4	1.5	65
1977	55.4	1.0	65
1978	56.4	1.0	65
1979	57.4	1.0	65
1980	57.9	0.5	65

According to projections shown in column three of Table IV, it is estimated that by 1980 public junior colleges in Illinois will be handling 57.9 per cent of the total head-count enrollment in public institutions. An examination of column three of Table IV also reveals that the enrollment in public junior colleges in 1974, as estimated, will account for more than one-half of the public total.

Previously, it had been pointed out that head-count enrollment in public junior colleges was expected to exceed that of the public universities and colleges in 1974. It is interesting to note that in terms of full-time equivalency, as shown in columns five and six of Table V, state universities and colleges will be expected to handle more students, even in 1980, than public junior colleges.

In Table IV, as is true for any table which includes projections, generally there is more confidence in the near future figures. Additionally, there is more confidence in

[a]State public junior college full-time equivalent determined as 65 per cent of head count. This percentage is only slightly above actual for fall, 1965.
[b]Actual.

accumulated figures for periods of time than for any one year. For example, there is more confidence in the yearly increase shown for 1968 than for 1973 or 1974, but, at the same time, there is more confidence in the accumulated 44.4 per cent figure shown for 1970 than the 36.9 per cent figure for 1966. To continue, there is more confidence in the 1970 figure than the 1975 figure and more confidence in the 1975 figure than the 1980 figure.

Because of the importance of the junior college movement in Illinois, additional discussions and figures are presented in Part II of this report to the Higher Board.

Distribution of Enrollments in Public Institutions

The junior college projection bases were presented in Table IV. The application of these projections as shown in column three to the All Public head count, as obtained from the next to last column in Table II, is shown in Table V, column four, labeled Junior Colleges. The figures shown under column three, State Universities and Colleges, are simply the differences between the All Public and Junior College column head counts.

Columns five and six of Table V show a translation of the head count into full-time equivalency students. This process is necessary if there is to be an equitable distribution of funds appropriated by the state.

The full-time equivalency in Table V or FTE, as it is commonly called, was determined to be at the 92 per cent level for each of the years shown for public universities and colleges. This percentage is the actual figure for the fall, 1965, university on-campus enrollments as calculated from head-count and full-time equivalency enrollments shown in the Froehlich[5] report. It was not expected that there would be any material increase or decrease in FTE rate for the successive years shown in Table V.

[5]G. J. Froehlich, et al., Enrollment in Institutions of Higher Learning in the State of Illinois, a Summarization of Data from the Annual Enrollment Survey Conducted by the Bureau of Institutional Research of the University of Illinois (November, 1965), p. 9.

The FTE rate for the Junior Colleges column was determined to be at the 65 per cent level for each of the years, beginning with 1966. This percentage is slightly above that which would be found from a calculation of figures found under all public junior colleges in the Froehlich report.[6] FTE has been increasing in the public junior colleges, but it was anticipated that this would level off at about 65 per cent.

So that there will be no misunderstanding concerning FTE as used in Table V and as the data will be used in Table VI, the inclusion of a quote from the Froehlich[7] report is appropriate.

"The Bureau of Institutional Research's Enrollment Survey uses a total head count, when determining head count enrollment. Fulltime Equivalent Student data were determined by counting as 'fulltime' all students taking at least three - fourths of the 'normal' course load for a given institution, and adding thereto the number obtained by dividing the remaining part - time students by three. In the case of the six state universities, a slightly different method was used: viz., counting as 'fulltime' all students carrying twelve or more credit hours, and adding thereto the number obtained by dividing by twelve or more credit hours, and adding thereto the number obtained by dividing by twelve the sum total of all credit hours generated by the part - time students."

Head Count and FTE in Nonpublic School Enrollments

Since FTE enrollments were shown for public higher education enrollments, the committee thought that it was appropriate for comparative purposes to show the same type of enrollments for nonpublic schools. The nonpublic school full - time equivalent rate was determined to be at 78.5 per cent of total enrollment for each of the years shown in Table VI. This is an actual percentage as calculated from the Froehlich[8] report for the

[6] Ibid., p. 13
[7] Ibid., pp. 8, 9.
[8] Ibid., p. 3.

1965 on-campus enrollment. It was thought by Committee M that this percentage figure would remain almost constant for the years shown in Table VI.

Table VII, entitled Ratio of College Enrollment to the Age-Group Population in 1965, was included for informative purposes.[9] It is interesting to note from column three that the attendance rate is slightly more than 50 per cent, and also, that the attendance rate shown enables Illinois to be eighteenth in rank among the states of the United States. The committee expects the state to achieve both a higher attendance rate and rank during the next few years, as additional public junior colleges and senior colleges are established.

TABLE V

Projected Enrollment in All Public Institutions

Year	Head Count (in thousands)			Full-Time Equivalent Enrollment[a] (in thousands)	
	All Public Institutions (From Table II)	State Universities and Colleges	Junior Colleges	State Universities and Colleges	Junior Colleges
1965	175	113	62	104	40
1966	199	126	73	116	47
1967	228	140	88	129	57
1968	259	154	105	142	68
1969	274	158	116	145	75
1970	295	164	131	151	85
1971	317	170	147	156	96
1972	337	174	163	160	106
1973	361	181	180	167	117
1974	378	184	194	169	126
1975	397	187	210	172	137
1976	417	190	227	175	148
1977	430	192	238	177	155
1978	447	195	252	179	164
1979	464	198	266	182	173
1980	473	199	274	183	178

[a]State university full-time equivalent was determined as 92 per cent of head count. This percentage is actual for fall, 1965. See Table IV for basis for junior college projections.

[9]The reader is cautioned that because of different methods of calculation, Table VII of this report is not comparable with Table VII of the Committee A report.

TABLE VI

All Nonpublic School Higher Education Enrollments
(in thousands)

Year	Head Count	Full - Time Equivalent[a]
1965	131	103
1966	143	112
1967	156	122
1968	171	134
1969	173	136
1970	177	139
1971	182	143
1972	187	147
1973	193	152
1974	197	155
1975	199	156
1976	201	158
1977	201	158
1978	204	160
1979	207	162
1980	208	163

[a]Nonpublic school full - time equivalent determined as 78.5 per cent of head count. This percentage is actual for fall, 1965.

TABLE VII

Ratio of College Enrollment to the Age - Group Population in 1965

State	1965 College - Age Population, Ages 18 - 21 (in thousands)[a]	1965 College Enrollment (in thousands)[b]	Attendance Rate	Rank
Utah	66	56	85.35	1
Arizona	103	69	67.41	2
Massachusetts	312	201	64.27	3
California	1,167	728	62.39	4
Oregon	115	68	58.86	5
Kansas	139	81	58.00	6
Minnesota	203	116	57.19	7
Colorado	131	73	55.62	8
Nebraska	89	49	55.34	9
Iowa	155	85	55.05	10
Michigan	467	252	53.87	11
Wisconsin	232	124	53.30	12
Oklahoma	162	85	52.70	13
Missouri	255	134	52.47	14
Rhode Island	62	32	51.94	15
South Dakota	45	23	51.64	16
Washington	201	103	51.31	17
Illinois	583	295	50.63	18
Vermont	26	13	50.30	19
Connecticut	158	79	50.24	20
New Hampshire	39	20	50.21	21
New York	987	492	49.85	22
Indiana	285	141	49.62	23
Wyoming	21	10	49.51	24
North Dakota	43	21	48.61	25
Ohio	575	266	46.32	26
Montana	44	20	45.40	27
Idaho	45	20	44.01	28
Maryland	223	96	43.24	29
Pennsylvania	638	274	42.91	30

TABLE VII

Ratio of College Enrollment to the Age-Group Population in 1965

State	1965 College-Age Population, Ages 18-21 (in thousands)[a]	1965 College Enrollment (in thousands)[b]	Attendance Rate	Rank
New Mexico	71	30	42.26	31
Texas	699	289	41.29	32
Delaware	30	12	41.11	33
West Virginia	114	47	41.06	34
Louisiana	226	89	39.38	35
Tennessee	255	99	38.88	36
Florida	346	130	37.66	37
Kentucky	214	76	35.59	38
New Jersey	378	128	33.83	39
Arkansas	128	43	33.24	40
Maine	64	21	33.19	41
Mississippi	164	54	32.87	42
Nevada	26	8	30.52	43
Hawaii	64	19	29.83	44
North Carolina	356	104	29.15	45
Alabama	229	67	29.05	46
Virginia	319	86	27.09	47
Georgia	307	80	26.15	48
South Carolina	201	41	20.30	49
Alaska	23	5	20.25	50

[a]U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 326,"Illustrative Projection of Population of the States, 1970-1985,"(Washington, D.C.: U.S. Government Printing Office, 1965), Table H-4, pp. 100-104.

[b]U.S. Department of Health, Education, and Welfare, "Opening Fall Enrollments in Higher Education, 1965," Office of Education Circular #796, 1966, p. 9.

PART II

JUNIOR COLLEGES

Previously under Part I it was pointed out that junior colleges in the state were anticipated to have rather fantastic increases in enrollment. In fact, it was estimated by Committee M that the public junior colleges will be handling about 57.9 per cent of the total head-count enrollment in public institutions by 1980. In addition, projections were given which showed head-count enrollment in the junior colleges would exceed like enrollment in the state universities and colleges in 1974.

Because of those unusual increases anticipated in head-count enrollment, as well as full-time equivalency enrollment, it was thought by the committee that some special treatment of the junior college situation would be in order; therefore, Part II has been set aside for this purpose.

Location, Number, and Size

There should be little doubt that major progress is being made and will continue to be made in the establishment of Illinois public junior colleges. In fact, Class I colleges have been approved to the extent that was not anticipated even a year ago. At the time of this printing, twenty-two had been approved by the State of Illinois Board of Higher Education. The number of approvals for Class I status should increase to at least thirty by the end of the 1966 calendar year.

Many prospective junior college districts are making substantial progress toward approval. It is expected also that most of the Class II colleges will seek Class I status. Financially it is to their advantage to do so because of the difference in state reimbursement ($11.50 per semester hour for Class I districts and only $9.50 per semester hour for Class II). At the present time there are only four areas in the state which are not actively promoting junior colleges. These areas are located for the

most part in what is generally considered Central Illinois.

It was the estimation of Committee M, after studying the existing situation, that approximately forty public junior colleges will be operating in downstate Illinois within the next few years. Furthermore it was thought the junior colleges will be geographically so located that at least one will be within easy driving time of each qualified citizen who wants to avail himself of the opportunities. Throughout the discussions of Committee M, as related to the availability of educational opportunities, the concern primarily was with driving time or availability of public transportation rather than distance. Rapid transit systems and good roads tend to minimize distances except at rush hours or during inclement weather.

Estimations of what would happen in the City of Chicago with respect to public junior colleges were somewhat more difficult for Committee M to make. During the time of early discussions, there was the feeling that the junior college movement seemingly did not have too much impetus; however, during later discussions it was thought that substantial progress was being made in Chicago, that planning was moving forward in strength. At the time of this writing, the committee estimated that a total of about ten Class I junior colleges will be operating within the next few years in Chicago, colleges which will be so located that they will be readily available to qualified prospective students.

One caution seems to be in order. Although nearby availability is a major factor, size is also important. The committee's estimates are based in part on the assumption that junior colleges can be expanded to handle enrollments which perhaps are not anticipated by school districts. Space for facilities has to be available.

Because it is expected junior colleges will be readily available, the committee estimated that rates of increase in enrollment from this factor alone would be substantial.

Admissions

To have public junior colleges readily available in terms of time needed for travel is only one criterion to be met in terms

of furnishing higher education opportunities. A second major factor is that of admissions.

House Bill 1710, introduced in the 74th General Assembly and approved by the legislature and governor, sets the stage in terms of initial opportunities for admission. Parts of the content of Article VI of the bill are so far-reaching that they are included here.

ARTICLE VI

"Sec. 6-1. The board of education of any non-high school district or of any school district maintaining grades 9 through 12 which does not operate a junior college, may through the year 1968, levy an additional annual tax of not to exceed 3¢ per $100 of equalized assessed valuation for junior college educational purposes for the payment of tuition or part thereof for any graduate of a recognized high school or student otherwise qualified to attend a junior college, or for the reimbursement of such school district for such tuition previously paid, and shall apply the proceeds for the purpose for which levied. This tax shall be in addition to and in excess of any other tax for educational purposes and shall be levied and collected at the same time and in the same manner as other school district taxes.

"Sec. 6-2. Any graduate of a recognized high school or student otherwise qualified residing in a district maintaining grades 9 through 12 which does not operate a junior college who notifies the board of education of his district by July 1 of any year in which he thereafter expects to attend junior college may attend any recognized junior college in the State of Illinois which he chooses, and the board of education of such district shall pay his tuition from the educational fund or the proceeds of a levy made under Section 6-1 of this Act. Such tuition may not exceed the per capita cost of maintaining the junior college attended less state aid grants and tuition paid by the student as provided in Sections 6-3 and 6-4 of this Act.

"Except as provided in Section 3-17, any graduate of a recognized high school or student otherwise qualified may attend any recognized junior college in the State of Illinois which he chooses. If a junior college is maintained by the

district of his residence and if a program in which the student may wish to enroll is not offered by such junior college the student may attend any recognized junior college in some other district. If a student resides in a junior college district but attends a junior college in a district other than the district of his residence, his tuition shall be paid by the junior college district of his residence, which sum shall not exceed the per capita cost of maintaining the junior college attended, excluding therefrom state aid grants and tuition paid by the student as provided in Section 6-3 and 6-4 of this Act, which tuition shall be computed by dividing the total cost of conducting and maintaining the junior college by the average number of full-time students enrolled, including tuition students.

"Payment shall be made hereunder to the junior college district of attendance immediately upon receipt by the district liable for such payment of a statement from such junior college district of the amount due it.

"A full-time student is defined as a student doing 15 semester hours of work or the equivalent thereof, and the number of full-time students enrolled shall be determined by dividing by 15 the total number of semester hours of work carried by all students of the school on November 1 and March 1 in any fiscal year, and by computing the average number of full-time students enrolled on the two dates. Tuition of students carrying more or less than 15 semester hours of work shall be computed in the proportion which the number of hours so carried bears to 15 semester hours.

"If the United State government, the State of Illinois, or any agency pays tuition for any junior college student, neither the district of residence of the student nor the county superintendent shall be required to pay such tuition or such part thereof as is otherwise paid."

It is easy enough to see from the quotation above that, at least theoretically, the opportunity for admission is almost unlimited for qualified students. As the committee considered various implications of these sections, as well as the bill in general, there developed a feeling that almost all, if not all, of the various areas of the state would affiliate with a junior

college district within a relatively short period of time because qualified students from nonaffiliated districts may attend the junior college of their choice with the responsibility for appropriate tuition payments having to be assumed by their home districts. In effect, for these nonaffiliated districts, there would be the principle of responsibility without authority.

The admission to senior colleges of those students satisfactorily completing the two years of the junior college is not likely to pose too much of a problem. Incidentally, it is expected that about 20 per cent of the students who enroll in junior colleges will continue their education in senior colleges and universities. It was anticipated by the committee that state senior institutions of higher education will permit admission of students completing satisfactorily the two years of junior college work if space and money for operational purposes are available. Some transfer students may suffer the loss of credit in those instances when courses are taken which senior institutions do not think appropriate for lower level undergraduate work. Also, some problems probably will develop in the transfer of credit for vocational or technical courses, particularly those designed for terminal education.

Obviously, close liaison is needed between junior and senior colleges. Public universities in the state have offered to help the junior colleges in programing to the extent possible, if such help is requested. It is expected by the committee that the junior colleges will seek the help offered and use the advice received wisely, keeping in mind always that the first responsibility of the junior college is that of meeting the needs of the citizenry it serves.

The committee estimated that the nonrestrictive nature of admissions requirements would contribute to increases in enrollment rates at the junior college level.

Programing

It was anticipated by Committee M that programs in the public junior colleges will provide for the needs of the citizens in the areas they serve. Thus, some programs will be terminal in nature, whereas others will be such that students may transfer

their credits and continue their education in senior institutions. It is also expected that opportunities will be provided in junior colleges for qualified students to take single courses or multiples of courses for cultural, informational, or vocational purposes. Enrollments in these types of courses will continue to increase as the level of the educational attainment of the people of a district increases, according to the estimations of of the committee.

Previously, it was pointed out that immediate availability of facilities and nonrestrictive admissions policies would contribute to increased enrollment rates. It is anticipated by Committee M that the increased diversity of programs offered by the junior colleges will contribute also in a major way to additional increases in enrollment rates.

PART III

SOME OF THE MAJOR SOCIOECONOMIC FACTORS RELATED TO THE ESTABLISHMENT OF NEW PUBLIC SENIOR COLLEGES

Factors Which Modify Location Within the State of College - Age Population

All of the men and women who will be of college age during the years embraced in the survey, ending in 1980, are now living and it is possible to estimate fairly accurately the number who will be living at given years in the future. It is more difficult to estimate the number of such persons who will reside in each county in Illinois in 1975 or 1980. Social and economic forces which are not easily predicted will determine the rates of migration into and out of the state and within the state during the years ahead. Construction of new industry in present rural areas may attract population to counties which now are experiencing population declines. The population decline experienced in some rural counties may end as minimum numbers required for farming are reached or as the demand is such that formerly unprofitable mines are reopened.

One of the major trends has been the movement of

population to suburban areas surrounding cities which have shown little or no population gain. Perhaps urban renewal programs will slow the pace of suburbanization somewhat. It is unlikely that the rate of growth of all communities in the state will remain unchanged in the years ahead.

Factors Which Modify the College-Age Enrollment Rate

It is more difficult to anticipate the enrollment rate of persons of college age in colleges and universities than to estimate the numbers of persons of this age group who will be living in Illinois at given years to 1980. Many factors could cause fluctuations in enrollment rates. Increased U.S. involvement in military activities could reduce the number of male college students. Reduction of military forces would increase the enrollment rate in colleges and universities as veterans enter or return to school. Government loans and benefits to veterans and others will enable many who could not otherwise afford to attend to enroll in college.

Availability of junior and senior colleges will increase the college-going rate in areas where institutions are built. The enrollment rate in new public senior colleges will be related somewhat to their location in relation to existing public and private colleges and universities. If the demand for higher education exceeds the capacity of the existing institutions at any time, entrance requirements probably will be tightened.

The greatest potential increase in college enrollment could come from increased motivation of the large segment of the population which does not enter college. Large numbers of youths fail to complete high school; too few members of the lower socioeconomic group and of certain minority groups aspire to any college training. However, teen-age youths are finding increasingly that formal education is important in the employment market and may tend increasingly to seek college training. It can be assumed that the large sums of money to be expended in the future to enrich the early training of slum children through pre-school and after-school training and improvement of the schools they attend will in a decade or two be reflected in increased college enrollment.

Social and Economic Factors in Site Selection

The selection of areas in which to build new senior colleges will have long-term and significant effects on the areas selected. Availability of a school will encourage and make possible college attendance for large numbers of students who cannot afford to live away from home while attending college. The effect of the senior college upon the area served would be to increase the college-going rate and in the long run to increase the earning power of many men and women who in turn would become parents of children who would in most cases have aspirations for a college education.

One can almost predict that wherever a new senior college is established the region will gain in socioeconomic status as thousands of young men and women enter better paid positions as a result of their college training while the occupational opportunities and earning capacities of similar young men and women in a region not so served may be limited.

The existence of the college might attract college-oriented people to the region served. This will tend to raise the income of the area with a resultant higher tax base which probably will make possible public services beyond the financial means of the district not served by a similar college.

A major senior institution, after several years of growth, would have a significant economic impact upon the community in which it is located. Thousands of persons would be employed by the college in teaching, administrative, and nonacademic capacities. Many college employees would be attracted to the community and, with their families, would seek housing within convenient distance of the institution. This, in turn, would create a need for public schools, shops, and other establishments. The students and faculty would make use of recreational and other facilities in the vicinity of the campus.

Unlike the establishment of elementary and secondary schools, which require local tax support, public senior colleges would be supported in large part by state funds. Consequently, the communities in which new senior colleges are located will enjoy the benefits mentioned without use of local funds.

It is possible that site location, especially in the Chicago

area, will be tied in with urban renewal and that it will be argued by some that the site should be selected in a specific area where land clearance will remove slum housing.

It is probable that residents of high socioeconomic neighborhoods will object to the location of a public senior commuter college in their immediate vicinity because of the prospect of noise, increased traffic, possible rowdiness, and general inconvenience. They probably will feel that they will have little to gain as most of their children will attend private colleges rather than the public college in the vicinity.

It must be remembered that, once constructed, a senior college campus should have a life of a century or more. Socioeconomic changes have been rapid and will probably continue to be so, and location of sites should be with an eye to the future as well as to the present. Transportation will be a most important factor and location of sites should be geared to transportation patterns expected in the future century as well as the present.

Transportation

It is obviously important that a commuter college be located at a point easily reached by the projected method of commuting. The expected mode of transportation requires a measure of judgment and may call for a decision based on other considerations. Thus, if a senior college were established for the very lowest income level in Chicago, the ideal location would probably be near the center of the Loop, where all public transportation lines converge. However, since there is already one state college and several private colleges in or near the Loop, this would not seem to be appropriate for another state college in the near future.

Since there is no other comparable nexus of public transportation, and since there is a strong likelihood that a large proportion of the commuting will be by private car, the site of a new college should be, if possible, near an interchange between high-capacity, limited-access highways leading from the residential areas to be served. Such a location provides not only for private auto transportation, but also for public bus transportation. If, in addition, the interchange were near a

rapid transit or commuting railroad line, this would be advantageous. There seems to be no place in the area (other than the Loop) which could offer service from two rapid transit lines.

Economics of Public Transportation in Chicago Area

Because it is recommended that new colleges be located in the periphery of the Chicago area, there are some interesting economic factors for public transportation.

When the new school is built, it will probably be at a point of unbalanced population distribution. It can be expected that the majority of the students will travel to it in a centrifugal direction, that is, away from the Loop. This is because the school will originally be located at the centroid of its eventual service area, and at first the outer area may be relatively sparsely settled. This student distribution will actually be quite advantageous to public transportation operation because it will be a counter-peak movement. As the outer parts of the college service area fill in, some, but not all, of this advantage will disappear. At the same time, the outlook for public transportation is that it will sooner or later become uneconomical and some kind of public subsidy will be necessary if it is to survive. However, since the plight of public transportation is a problem for the entire economy, a new school should not be considered as facing a special problem. There may eventually be a need for special treatment in the form of a student rate on tickets, which would certainly aid the college in one of its objectives, that of serving the underprivileged student.

Considerations of Figures 3 and 4

Figure 3 shows the Negro Population by Per Cent for Community Areas in City of Chicago, and Figure 4 gives the Median Family Income in Dollars for Community Areas in City of Chicago. The highest concentration of Negro population, as shown in Figure 3, is to the south of the Loop. At the same time, as may be seen in Figure 4, this is also a low income level area. Obviously, Committee M hopes that the pattern of educational opportunities already established (in part) and

FIGURE 3. NEGRO POPULATION BY PER CENT FOR COMMUNITY AREAS IN CITY OF CHICAGO

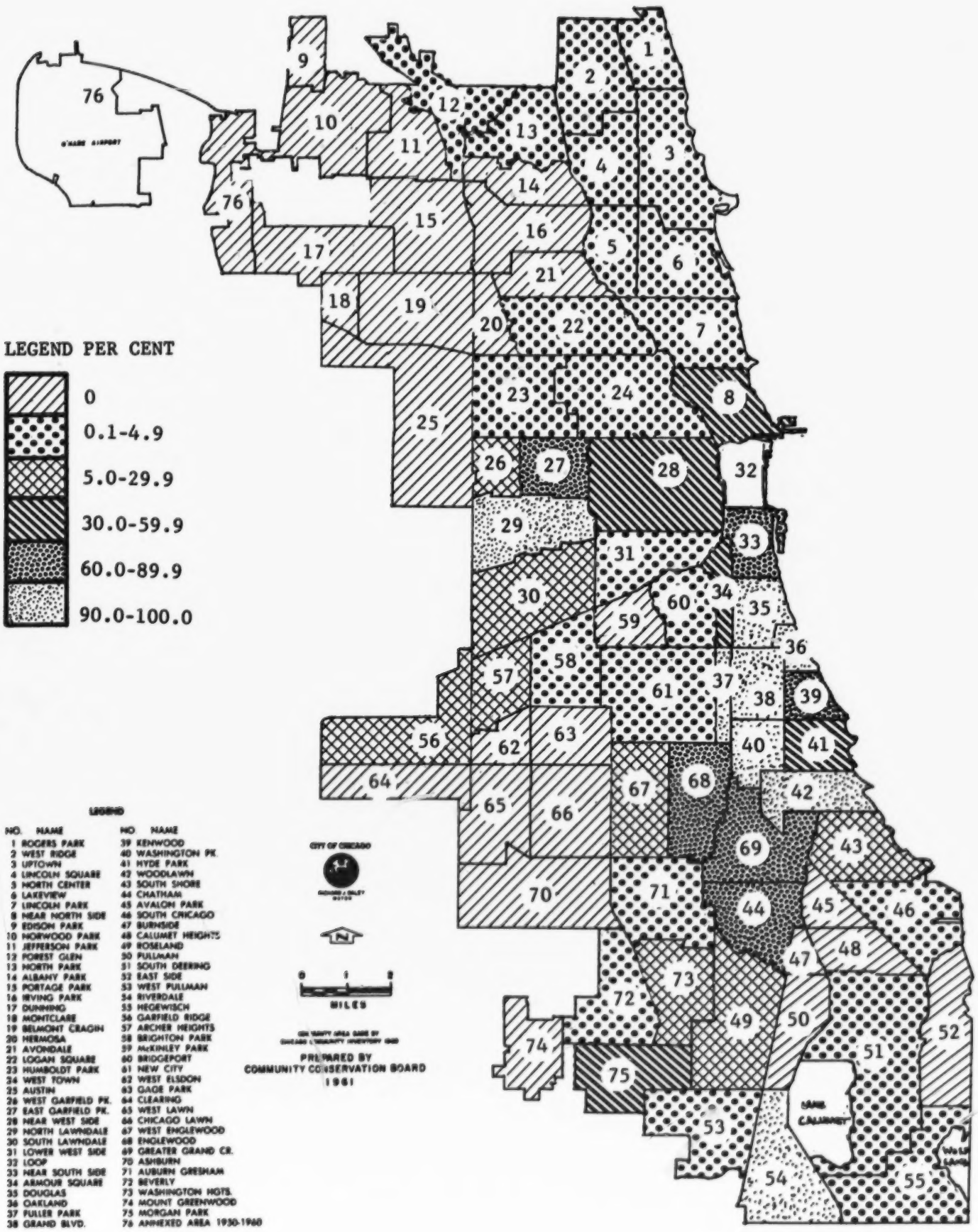
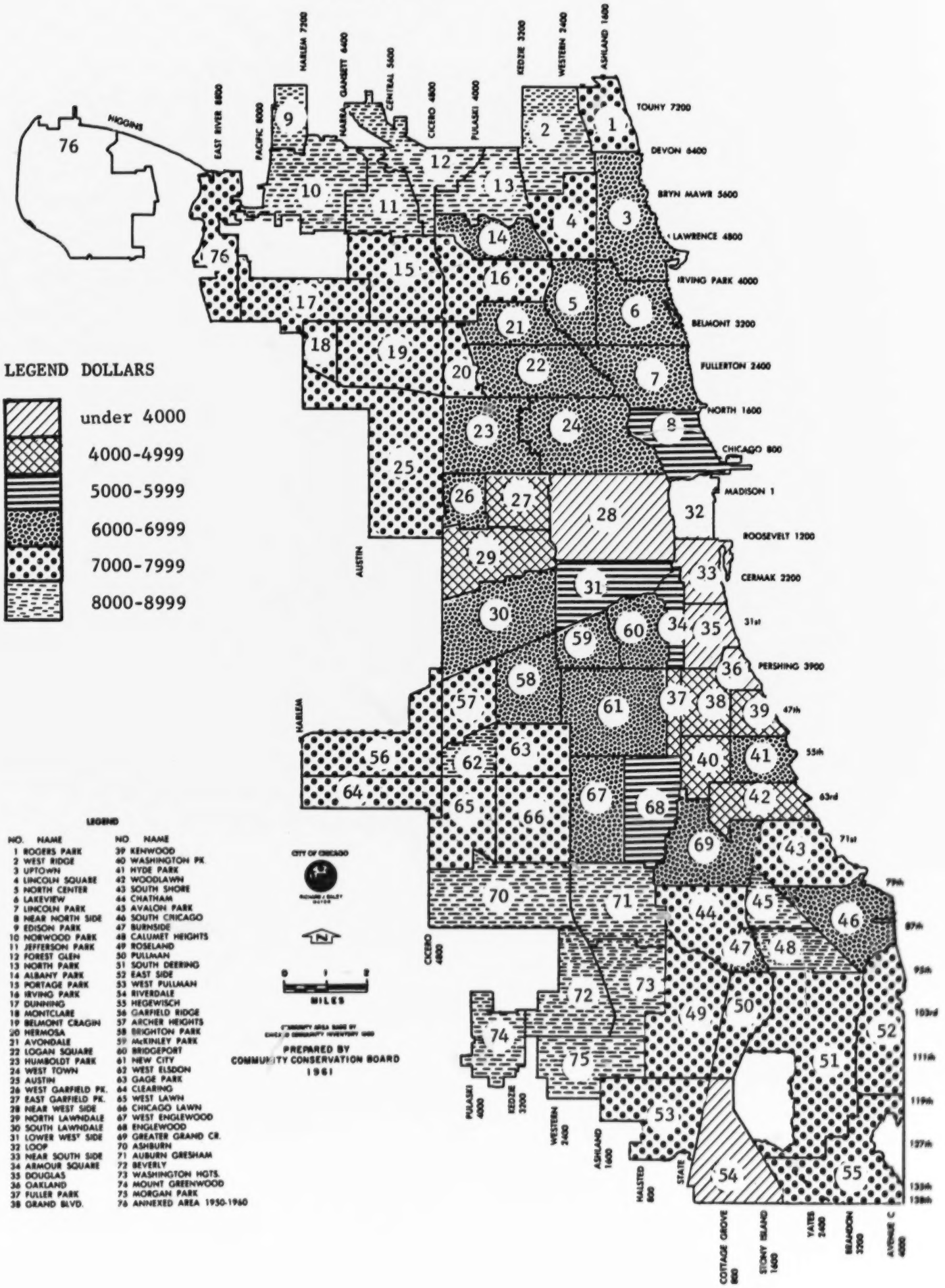


FIGURE 4. MEDIAN FAMILY INCOME IN DOLLARS FOR COMMUNITY AREAS IN CITY OF CHICAGO



LEGEND

NO.	NAME	NO.	NAME
1	ROGERS PARK	39	KENWOOD
2	WEST RIDGE	40	WASHINGTON PK.
3	UPTOWN	41	HYDE PARK
4	LINCOLN SQUARE	42	WOODLAWN
5	NORTH CENTER	43	SOUTH SHORE
6	LAKEVIEW	44	CHATHAM
7	LINCOLN PARK	45	AVALON PARK
8	NEAR NORTH SIDE	46	SOUTH CHICAGO
9	EDISON PARK	47	BURNSIDE
10	NORWOOD PARK	48	CALUMET HEIGHTS
11	JEFFERSON PARK	49	ROSELAND
12	FOREST GLEN	50	PULLMAN
13	NORTH PARK	51	SOUTH DEERING
14	ALBANY PARK	52	EAST SIDE
15	PORTAGE PARK	53	WEST PULLMAN
16	IRVING PARK	54	RIVERDALE
17	DUNNING	55	HEGEWISCH
18	MONTCLARE	56	GARFIELD RIDGE
19	BELMONT CRAGIN	57	ARCHER HEIGHTS
20	HERMOSA	58	BRIGHTON PARK
21	AVONDALE	59	McKINLEY PARK
22	LOGAN SQUARE	60	BRIDGEPORT
23	HUMBOLDT PARK	61	NEW CITY
24	WEST TOWN	62	WEST ELSDON
25	AUSTIN	63	GAGE PARK
26	WEST GARFIELD PK.	64	CLEARING
27	EAST GARFIELD PK.	65	WEST LAWN
28	NEAR WEST SIDE	66	CHICAGO LAWN
29	NORTH LAWNDALE	67	WEST ENGLEWOOD
30	SOUTH LAWNDALE	68	ENGLEWOOD
31	LOWER WEST SIDE	69	GREATER GRAND CR.
32	LOOP	70	ASHBURN
33	NEAR SOUTH SIDE	71	AUBURN GRESHAM
34	ARMOUR SQUARE	72	BEVERLY
35	DOUGLAS	73	WASHINGTON HGTS.
36	OAKLAND	74	MOUNT GREENWOOD
37	FULLER PARK	75	MORGAN PARK
38	GRAND BLVD.	76	ANNEXED AREA 1950-1960

to be established for potential college students in Chicago will become such that income levels of economically underpriviledged families will have the possibility of increasing because of higher levels of educational attainment.

As was pointed out previously in this report, a great amount of guidance and encouragement must be given to economically underpriviledged potential students in low income areas if levels of educational attainment are to be raised appreciably. There seems to be almost a direct proportion between level of income and level of educational attainment.

Other Reports Concerned with Factors Related to Educational Attainment and Enrollment

The committee used as references several different reports related to educational attainment and enrollments. These references were pertinent to the degree that summations and quotations are included in this subtopic of the report.

In the 1963 Report of Master Plan Committee A, "College Enrollments" (pp. 24-29), "Factors Associated with Enrollments," eleven factors associated with the continued and unprecedented upward climb in college and university enrollments are given. These are largely economic factors associated with continued improvement in standard of living and average income and elimination of jobs which require little or no education, but are highly important as related to the work of Committee M.

From the July, 1964, Master Plan of State of Illinois Board of Higher Education, page 28, a paragraph under the heading, "Increasing the College - Going Rate," suggests that the three major factors involved in motivating high ability students to enter college and in increasing the college - going rate are cost to the student, proximity of public institutions, and restrictiveness of admission standards. These are matters which can be deliberately controlled so as to increase or decrease rates of college attendance. Cost to the student can and will be reduced by various forms of subsidy and loan programs.

Eleanor Gilpatrick's thinking and research with respect to

educational levels in Illinois regions in census years furnished pertinent information, as may be seen from the following quotations:

"It is generally known that educational levels, particularly from high school graduation onwards, are strong determinants of future personal achievement, whether this be economic or subjective. College education opens the doors to occupational choices, regional mobility, higher income, longer life, and, aside from the intellectual dilemmas it can unleash, personal satisfaction... ."

"The middle class concentration in urban areas has been a product of working wives. Their new entry into the labor force has been a selection of the more educated women by the labor market. Thus, female unemployment rates are lowest where female educational attainment is highest, but where female worker rates are also high. Illinois, as other states, will face shortages of male and female skills unless it keeps pace in its college attainment rates.

"Illinois' college attainment rates for males is slipping behind the U.S. average, while it is and has been behind for females. Thus, the State has been backward in developing, finding, and keeping educated people, particularly women. This is very much a problem of nonwhite education. The Illinois problem is also one of a growing gap in low to high regional levels of educational attainment, particularly among men. There is little indication that in the past the secondary urban centers and the rural populations have been encouraged to raise the level of education offered or to hold on to their educated population.

"The benefits of rises in educational attainment are most clearly reflected in rises in per capita income. Male employment is increasingly dependent on educational levels, and female gains in their labor force rate are dependent on education.

"The marginal chances for two income earners in a family rise with educational levels ... ."

"A final word on school attainment is in order. High school completion and college enrollment are not automatic even when the facilities are there. What is just as necessary is creation of a social-economic climate such that Negro youth, poor youth, and

women develop the aspiration for education. This can only come about when the rewards for education are equally available, and knowledge of the way to start on the road to higher education is disseminated. These are as important parts of policy as building the schools."

PART IV

INFLUENCE OF NEW PUBLIC SENIOR COLLEGES ON EXISTING INSTITUTIONS OF HIGHER EDUCATION

General Comments

The study work completed by this committee indicates that the existing senior institutions of higher education, both public and nonpublic, will not be capable of accommodating the ever-increasing number of college-age youths in Illinois eligible and desirous of attending degree-granting institutions during the next fifteen-year period, except as enrollment levels become rather large.

The projections of the college-age population (18-21) and the projection of college attendance in Illinois illustrate the need for additional degree-credit institutions. Our study results show that the college-age population as previously defined will increase approximately 50 per cent over the next fifteen years (1965-80), and the degree-credit enrollment will increase approximately 123 per cent in the same period. The latter figure includes full-time, part-time, and extension students, as well as those in undergraduate, professional, and graduate work. It also reflects the growing need for post-high school study to meet the increasing employment requirements in most fields of business, technical, and professional life today.

The recommendations and subsequent decisions regarding site locations for future senior public institutions must reflect the immediate and ultimate effect these colleges will have on existing nonpublic institutions in the state, and more particularly, the nonpublic colleges which depend to a considerable degree on

resident enrollees. An appropriate location to fulfill an urgent need should not, however, be changed because of the presence of an existing nonpublic institution.

It appears doubtful that the establishment of well-planned senior, state-supported commuter campuses will have any significant effect on the large nonpublic universities. Barring a full-scale war, severe economic depression, or loss of quality in programing, the stature of these institutions, the curricula, faculty, campus life, etc., should continue to attract capacity enrollments. In varying measure, these same elements, plus such factors as church relationship, student/faculty ratio, and dormitory facilities, should continue to favorably influence the enrollments at smaller nonpublic institutions.

Judging from the recommendations Committee M has made, it would appear that the establishment of senior public institutions in several areas will ultimately have some adverse effect on existing community or small nonpublic colleges. It is recommended that a permanent coordinating committee be established within the framework of the Board of Higher Education to cope with any such general or specific problems that may arise. It is obvious that the best of relationships should be maintained between the public and nonpublic sectors in order to preserve the intent for which the Master Plan was created. In addition to providing an educational opportunity for all qualified citizens of Illinois, consideration must be given to diversity of academic programing as a highly desirable goal of the educational system. Correlative to this should be an opportunity insofar as possible for students to have a free choice, not limited by financial or social factors, in selecting the kind of education they desire. The nonpublic institutions now offer considerable amount of diversity in our educational pattern which should be preserved. Obviously, both public and nonpublic institutions should strive to achieve the goal of quality in programing.

Under certain circumstances, it may be feasible to coordinate the use by public and/or nonpublic colleges and universities of library, laboratory, classroom, or recreational facilities, or to take advantage of particular faculty or

curriculum strengths. Committee M recommends this type of cooperation whenever possible.

As an interim measure, it is recommended that the non-public institutions provide detailed information as necessary to the Illinois Board of Higher Education in order to facilitate current and long-range planning.

Recommendation of the Federation of Independent Illinois Colleges and Universities

The position of the Executive Committee of the Federation of Independent Colleges and Universities with regard to new senior institutions was stated in a letter written February 8, 1966, by Mr. Milburn P. Akers, Executive Director, to Dr. Lyman A. Glenny, Executive Director of the Illinois State Board of Higher Education. Because the position as presented is at variance with that of Committee M, at least in terms of time of establishment of new senior colleges, and because the freedom to dissent properly is a right which we must preserve in this country, the position of the executive committee of the federation is presented as follows: "The impact of the State's rapidly expanding Junior College system on existing colleges and universities, both public and private ones, is yet to be determined. Until that impact can be measured it would appear to be unwise to expand the tax supported higher educational system by creation of new campuses either by way of branches or by construction of new institutions."

Basically, Committee M does not believe that the approval for the establishment of new senior campuses can be deferred until the impact of the junior college system is determined without denying students educational opportunity.